

Behaviour policy

Fowey Primary School



Approved by: Rapid Improvement Group

Date: Spring 2022

Last reviewed on:

Next review due by: Spring 2023

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Violent behaviour risking own safety and/or the safety of other children and/or adults
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Definitions of specific SEMH approaches adopted by Fowey Primary School

Trauma and Mental Health Informed School (TIS) is defined as:

one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Emotion Coaching is defined as:

a way of supporting yourself, young people and adults who are struggling to regulate their behaviour. It enables us to potentially diffuse and de-escalate situations where people become upset, angry or aggressive. When we emotion coach we consider what the feelings, needs and emotions are behind the behaviour. Whilst the research is grounded in parenting, the principle holds true more broadly for any interaction, including in the classroom.

Conflict Resolution is defined as:

an attempt to instil problem-solving skills among the children in dispute. It involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions.

A Graduated Response is adopted:

when a child is identified as having Special Educational Needs, educational establishments should take action to remove barriers to learning and put effective special educational provision in place. This is called SEN support and should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what support the child needs to secure good progress and good outcomes. This is known as the Graduated Response. It draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

- All pupils are entitled to high-quality everyday personalised teaching;
- All pupils can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is not SEND provision - differentiated learning opportunities should be given to all learners;
- Provision for a pupil with SEND should match the nature of their needs;
- There should be regular recording of a pupil's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

Please see the Fowey Primary School SEND offer for further information.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See Anti bullying policy for more detail).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, biting, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Because of, or focussing on the issue of sexuality.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	All areas of the internet, including but not limited to; email, social media, text messaging and phone calls.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The rapid improvement group

The rapid improvement group is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The school has 3 simple rules and values:

- Be Ready
- Be Respectful
- Be Safe

These can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke sticker charts or an individual communication support plan which may include rewards to reinforce positive behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards, celebration and sanctions

REWARDS AND CELEBRATION – universal

Positive reinforcement is at the heart of this behaviour policy. Building positive relationships both at school and at home is what we know leads to happy children who come to school to learn, make progress and thrive. With this in mind, our school 'reward, celebration and sanction' approach is balanced in favour of reward and celebration so that pupil self-worth, confidence and well-being is prioritised. Rewards used at Fowey are:

- Read, Write, Inc. **praise phrases**;
- **House points** – related directly to the school rules and values
- **Stamps and Stickers**
- **Messages home** - Via eSchools, the school gate, via telephone, on a postcard, newsletter feature, celebration certificates.

REWARDS and CELEBRATION – targeted

Additional rewards and celebrations may be necessary in relation to pupils receiving targeted behaviour support, for example, pupils working towards a sticker chart target. These may include daily messages home for actions, work or behaviour that would be deemed 'expected' as part of the universal offer. Staff should be wary of making sure targeted rewards and celebration are clearly in relation to a sticker chart and avoid these seeming unfair to other children.

REWARDS AND SANCTIONS – specialist

Rewards relating to communication and support plans are written and agreed at the time of the plan being actioned. These should be kept to consistently.

SANCTIONS - universal

On occasion, a pupil may forget or choose not to follow our school values. When this happens, a simple step-by-step approach is used.

Steps	Actions	Follow up
Redirection/ reminder	Gentle encouragement in the right direction. A reminder of our three simple rules delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Praise will be given as soon as the learner is able to model good behaviour as a result of the reminder.
Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"	Praise will be given as soon as the learner is able to model good behaviour as a result of the reminder.
Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention I have noticed that you are...(having trouble getting started, wandering around etc.) right now. At Fowey, we... (refer to the 3 school rules – ready, respectful and safe)	At this point the learner will be informed that they will have to miss five minutes from the next break/lunch time in reflection time. Adult and pupil to have a reflective dialogue spend 5 minutes after class/during break

	<ul style="list-style-type: none"> • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) <p>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</p> <p>That is who I need to see today...</p> <p>Thank you for listening... then give the child some 'take up' time.</p>	<p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p> <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS.</p>
Cool off	<p>Cool off might be a short time away from the classroom with another class/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>	<p>At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time with the class teacher.</p> <p>Children will be expected to have a reflective dialogue with the class teacher.</p>
Repair restorative conversation	<p>5 questions are usually enough from the following:</p> <p>What happened?</p> <p>What were you thinking at the time? What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p>	<p>Record on CPOMS and meet parents</p>
Consequences	<p>If a child has two incidents in a week requiring reflection the class teacher must inform SLT. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have a sticker chart to support an improvement in behaviour. Children will have a sticker chart for six weeks and it will be reviewed regularly. If there is improvement in behaviour then the child would return to main class systems. If there is a deterioration and the child needs further support, then an individual communication support plan will be agreed with parents.</p> <p>A serious breach may lead to a fixed term suspension.</p>	

When a consequence is given in the afternoon, therefore no further playtime that day, any child with outstanding consequences by home time will join the year group partner class to complete the rest of their work silently at the back of the class.

SANCTIONS - targeted

If a pupil regularly receives more than three reflections in a week, the class teacher will call home to speak with a parent. If a phone call home on a Friday is needed for two consecutive weeks, a sticker chart (appendix C) will be agreed with parents and put in place immediately. Sticker charts must have no more than two clear targets that are manageable for the pupil to achieve. Considerations to help support the pupil in achieving their sticker chart target, such as change of seat in the classroom, may also be considered and discussed with the pupil and parent/s. Sticker charts are intended to be a short-term solution and should last no longer than six weeks. If a sticker chart is not leading to an improvement each week, this should be discussed with the SENDco in the first instance and reviews made to the support in place as necessary. If at the end of a six-week period, the pupil is not ready to revert back to the main class strategies alone, a more specialist intervention in the form of an individual communication support plan will be written and agreed with parents and staff.

SANCTIONS - specialist

There are occasions when pupils need further support in making the right choices in their learning, play and general behaviour at school which is additional to or different from the universal offer of behaviour support for all pupils. The SENDco has strategic involvement in all communication support plans but these may be written by the class teacher in conjunction with any member of the senior leadership team before sharing and agreeing with parents. In these cases, individual communication support plans are agreed with parents and input from home is included in the detail of how all stakeholders can best work together to support the pupil. These plans are followed by all those working with the pupil and parents.

An online sharepoint record of all sticker charts and communication support plans is kept by the school. This is updated weekly by class teachers and reviewed regularly by the SENDCo.

In the event of a pupil behaving in a way that stops themselves or others from being able to learn, where appropriate, the pupil may be asked work in another classroom in response to serious or persistent breaches of this policy. Pupils may be sent to another room during lessons if they are repeatedly disruptive, and they will be expected to complete the same work as they would in class.

If a pupil's choices have led to them being asked to move to another room, this must be recorded on CPOMS as a 'behaviour incident'.

Every time a pupil receives a consequence, the restorative questions for reflection (appendix B) must be used to scaffold a purposeful reflection with the intention of helping the pupil avoid making the same undesirable choice in future.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when travelling to or from school. Parents/carers must be informed of any misbehaviour off site.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Classroom management in relation to rewards, celebration and sanctions must follow the approach outlined in section 7. In addition to this, teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Ensure that the learning environment reflects the school learning environment policy.
- Display the school rules in the classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in a variety of ways
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Adopting the SEMH approaches detailed in section 3 including the TIS approach, emotion coaching, conflict resolution and the SEND graduated response.

8.2 Physical restraint

Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Any Restrictive Physical Intervention needs to be recorded within 24 hours and parents informed of the incident.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including a core team of Teaching Assistants / Teachers who are fully trained in proper use of restraint, as part of their induction process.

Behaviour management also forms part of the continuing professional development received by all teachers and support staff.

A staff training log is kept by the SENDCo.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Rapid Improvement Group every academic year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

Appendix A: Statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Trust board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix B: Restorative questions for reflection

Reflection

Below are the **restorative questions** to be used in the reflection time following a consequence.

KS1

1. What happened?
2. How did that make you feel?
3. How do you think that made other people feel?
4. What will you do differently next time?

KS2

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. How will you do things differently in the future?

Appendix C: Sticker chart examples

EYFS Example

Positive Behaviour Chart

This chart belongs to _____

Day of the Week _____

I will follow an adult's instructions.

Welcome Time	Phonics	Playful Learning	Super Sentences	Lunch
Busy Job	Maths	Playful Learning	Outdoor Activities	Yippee!

KS1 Example

Morning Activities		
Phonics		
Break		
Maths		
English		
Lunch		
Afternoon Activities		

KS2 Example

Positive Behaviour plan for: KS2 Week start:

To get a green sticker I must follow instructions.

	8:40-8:50	8:50-9:50	9:50-10:10am	Break 10:10-10:20am	10:20-11am	11-12pm	12-1pm	1-2pm	2-2:55pm	Comment
Monday										Two blues - great!
Tuesday										Well done
Wednesday										Time out as didn't want to go into observation if avoid.
Thursday										
Friday										A great day!

- WOW - AMAZING
- ✓ doing as asked
- mostly doing as asked/some persuasion needed
- not following instructions/refusal.

Appendix D: Incident Reflection



Incident reflection

This form is design to support teachers and support staff in their reflections following an incident that has led to a call for support from the senior leadership and/or pastoral team. **This is not a reporting system and DOES NOT replace CPOMS.**

Following these incidents, it is important to unpick what has happened and what could be done differently next time. With this in mind, please consider:

Name of child concerned:	Class:
Considerations to be taken in to account in relation to this child and their needs.	
What happened in the time that led to the incident?	
Please detail the incident as succinctly and factually as possible.	
What was the differentiated learning/provision planned for this child in this lesson/break?	
Does the child concerned have an individual plan eg. behaviour plan? YES/NO	
If no, does a plan need to be considered for this child to help avoid a similar occurrence happening more frequently?	
If yes, which aspects of the plan were followed effectively?	

<p>Which aspects were not followed as effectively as they could have been?</p> <p>Why was this?</p>
<p>Is a phone call to the child's parent needed?</p> <p>YES/NO</p>
<p>Is a phone call required to the parents of any other child/ren affected?</p> <p>YES/NO</p>
<p>What have been the key lessons learnt?</p>
<p>What are the key actions required? Please specify a date by which these will be actioned and remember to include communication with colleagues eg. changes to behaviour plan, reminders about policy/procedures/process etc.</p>

Reflection completed by:

Date: